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STANDARDS FOR LIBRARY-MEDIA CENTERS IN SCHOOLS FOR THE DEAF. A HANDBOOK FOR THE DEVELOPMENT OF LIBRARY-MEDIA PROGRAMS.

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DESCRIPTORS- *EXCEPTIONAL CHILD EDUCATION, *AURALLY HANDICAPPED, *INSTRUCTIONAL MATERIALS CENTERS, *LIBRARIES, LIBRARY STANDARDS, DEAF, SCHOOL LIBRARIES, AUDIOVISUAL CENTERS, LIBRARY EQUIPMENT, LIBRARY EXPENDITURES, LIBRARY FACILITIES, LIBRARY MATERIALS, LIBRARY SERVICES, PERSONNEL, PROFESSIONAL TRAINING, SPECIAL SCHOOLS,

THIS IS THE SECOND OF TWO PROJECTS ON LIBRARY SERVICES FOR THE DEAF. PHASE I WAS A SURVEY OF THE STATUS OF LIBRARY SERVICES IN SCHOOLS FOR THE DEAF. THIS REPORT, PHASE II, PRESENTS THE RESULTS OF THE DEVELOPMENT AND ADOPTIONS OF LIBRARY-MEDIA STANDARDS. A LIBRARY-MEDIA CENTER IS DEFINED AS A COLLECTION OF ANY MATERIALS FOR STUDY AND ENJOYMENT, SUCH AS BOOKS, FILMS, AND RECORDS. PROGRAM PRINCIPLES, GUIDELINES, AND PRIORITIES ARE DISCUSSED AS ARE PERSONNEL QUALIFICATIONS AND PREPARATION. THE QUANTITATIVE AND QUALITATIVE ASPECTS OF THE PRINTED AND AUDIOVISUAL COLLECTIONS IN LIBRARY-MEDIA CENTERS ARE PRESENTED. QUARTERS AND EQUIPMENT SPECIFICATIONS ARE SUGGESTED FOR VARIOUS LOCATIONS. ANNUAL EXPENDITURES FOR EDUCATIONAL MATERIALS ARE RECOMMENDED. THIS DOES NOT INCLUDE TEXTBOOKS, WORKBOOKS, EQUIPMENT OR SUPPLIES. MEMBERS OF THE STANDARDS COMMITTEE ARE LISTED. (RS)

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STANDARDS

For Library-Media Centers

In

SCHOOLS FOR THE DEAF

A Handbook For The Development of Library-Media Programs

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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STANDARDS

For Library-Media Centers in Schools For The Deaf

A Handbook For The Development Of Library-Media Programs

Sponsored by
The American Instructors of the Deaf

U. S. Department of Health, Education and Welfare
Office of Education
Captioned Films for the Deaf

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INTRODUCTION

The roots of these Standards for Programs in Library-Media Centers in Schools for the Deaf originate in the American Library Association's 1960 Standards for School Library Programs (1) and in a Status Study of Library Services in Schools for the Deaf, which was conducted over two years, 1964-1966.

STATUS STUDY

The initial Study on Status was funded by the Office of Captioned Films for the Deaf, through a grant to The Convention of the American Instructors of the Deaf. A contract "Library Services in Schools for the Deaf: Phase I", established the study project. Mrs. Patricia Cory was named Project Director.

Because of the lack of knowledge regarding library service in schools for the deaf, it was felt that much information was needed, and the first Project, or Phase I as it came to be known, was designed to assure that the needed information would be assembled, organized, expressed descriptively, and tabulated. It was also proposed that this information be compared with the 1960 Standards for School Library Programs. The gathering of the information and the comparisons were carried forward by the Project Director with the help of an Advisory Committee of distinguished educators of the deaf, and three school library consultants who are acknowledged leaders in their profession (2). A report on the Status Study, with an analysis of the information in relation to Standards for School Library Programs, was published in 1966 by The Convention of American Instructors of the Deaf (3). A summary of the "Report on Phase I" appeared in the November 1966 issue of The American Annals of the Deaf.

The information appearing in "Report on Phase I" was secured through on-site visits by the Project staff to 30 schools for the deaf. At each school in the sample, five major areas of school library services were observed: Program, Personnel, Collections, Quarters and Equipment, and Annual Expenditures.

The basis for choice of the interview schools was a geographic distribution of Public Residential, Private and Denominational Residential, and Public Day Schools. Representative schools were chosen by population and geographic location for each type.

The schools visited were as follows:

By Type		By Population		By Geographical Location	
Public Residential	17	Under 250	15	Far West	3
Private Residential	5	Over 250	15	Middle West	9
Public Day	8		30	South East	3
	30			North East	15
					30

The report on the status of library service in the 30 schools, included a series of suggestions made as bases for possible standards for library services in schools for the deaf. These suggestions grew out of the inferences drawn from the material in the Status Study, analysed in relation to the 1960 ALA Standards.

It was recognized, however, that actual development and adoption of standards for library services by schools for the deaf required further study and refinement as well as widespread understanding and support.

To make possible the development of such standards, the Office of Captioned Films for the Deaf made a second grant for Phase II of the library project, thus making possible an additional year's work, to complete the performance standards and present them to The Convention and to other professional associations interested in improving this aspect of the education of the deaf.

Accordingly, a second Advisory Committee was appointed for Phase II in order to involve an additional group of leading educators of the deaf with the findings of the Project, and with the magnitude of the standards of service.

CHANGES

The winds of change are blowing fast in education today. These changes are felt in special education as well as general education. They have influenced the Status Report on Phase I of this Project; they have constituted a challenge to all who have been concerned with Phase II of this Project; and they have influenced the Standards for Library-Media Centers proposed in this publication.

These winds have affected school library services as they have brought about revisions in curriculum with resultant new demands on libraries. The explosion of knowledge and the advances in the scientific and technical fields have also placed increased demands on libraries. The marked increase in the past few years of the use of the newer media has either added a new dimension to school library service, or, resulted in the establishment of parallel, but separate, audiovisual departments.

It comes as no surprise to some, that libraries should encompass forms of communication other than print. In the past, ideas have been transmitted on stone tablets, papyrus, and silk scrolls as well as on the printed page. It is reasonable and logical that modern libraries should welcome the 20th-century inventions for communication; films, records, tapes, and their related forms.

Others, however, both in the field of librarianship and in the field of educational administration, have clung to the image of the silent library devoted to the hallowed (these past 5 centuries) printed book.

These differing views have contributed to confusion both in philosophy and administrative patterns. The need to develop a sound philosophy as well as

logical and desirable administrative patterns is pressing indeed in the field of the education of the deaf.

After deliberation of these points of view, the Committees, while at work on the Standards, defined a library as a department, or a place set aside to contain books and other printed materials and audiovisual materials for reading, viewing and listening, for study, for reference, or recreational purposes. This definition is born out by the new unabridged edition of the Random House Dictionary of the English Language. Among nine definitions of library, the fifth is particularly relevant to this discussion: "5. a collection of any materials for study and enjoyment, as films, musical recordings, maps, etc."(4)

Not wishing to lose the traditional and respected name of library, but mindful of new terminology that has gained widespread use, the second Advisory Committee settled on the term Library-Media Center to describe the department encompassing the program, personnel, total collections of all materials, quarters and annual expenditures recommended in these standards.

CAPTIONED FILMS FOR THE DEAF

The existence in the United States Office of Education of the Captioned Films program provides schools for the deaf in the United States with a priceless source of educational materials available to no other schools for anyone anywhere. The materials from the Office of Captioned Films for the Deaf are invaluable.

The imaginative administrators of Captioned Films have conceived the assignment in far broader terms than merely captioning classroom, documentary, and recreational motion pictures important as this service is. They have commissioned the preparation of original filmstrips; and of related packets of filmstrips, records and printed booklets; and of programmed and other materials. They have commissioned the preparation of bibliographies of films and filmstrips found to be particularly useful with deaf students. The Captioned Film Office is currently making preparations for the publication of bibliographies of trade books useful with the deaf. They have established regional centers where information and assistance may be secured. They conduct annual workshops to train personnel. The actual materials, either purchased commercially or specially prepared, pour into our schools offering abundant resources for the faculties with the talent and imagination to use them. Many of the related packets are designed to be used together. For example, each packet currently designed for use for auditory training contains 8 filmstrips, a long-playing record together with multiple copies of a related booklet. Who would separate them and send the booklets to one department with the record and filmstrip channeled to another? What teacher would thank an administrator for such a dichotomy?

LIBRARY-MEDIA CENTERS

In the field of the education of the deaf, therefore, it is imperative that unified administrative patterns develop so that the wealth of new materials can be integrated successfully with the riches inherited from the past, together with those which continue to flow from the presses of the mightiest publishing industry in the world.

The Project herewith proposes Standards for Library-Media Centers in Schools for the Deaf. Such centers would select, acquire, process, and administer all types of informational, reference, and recreational materials and provide guidance in their use by faculties and students. In addition to being responsible for the collections of all materials, the staffs of such Centers would also be responsible for program, the Center's quarters and equipment, and control and disbursement of the annual expenditures.

The Project staff, the Consultants, and the members of the two Advisory Committees were not unmindful of the demands such integrated centers make upon personnel. The implications for the types and quantity of personnel required and the professional education needed to prepare the personnel necessary for giving quality service are discussed in Chapter II on Personnel. It was the consensus that with appropriate combinations of professional preparation, teams of staff members could be developed to carry on the program, services, and functions described in Standards for Library-Media Center Programs in Schools for the Deaf.

Special Conditions in Residential Schools

The majority of schools for the deaf in the United States are residential schools, where students live for at least weekly periods and usually for a month or even several months at a time. Also, almost all residential schools are "campus type" schools with classroom buildings for different age levels and purposes, and dormitories situated sometimes at considerable distance from one another. These factors, which require more duplication of materials, provision of dormitory collections, and longer hours of service, were taken into consideration in each Chapter in the Standards. Quantitative standards, especially, were scrutinized and reviewed to assure adequate provision for the special needs of the residential schools.

The Advisory Committees and Consultants

It should be spread upon the record that both the Advisory Committees for Phase I and Phase II of this Project as well as the school library specialist Consultants contributed invaluably in terms of time and effort, and wealth of ideas to the development of these Standards.

The Project Director has appreciated and been deeply grateful for their faithfulness and feels that this Project would never have been successfully completed without their constructive and enthusiastic assistance.

Patricia Blair Cory

Patricia Blair Cory
Project Director

May, 1967
New York, New York

Footnotes

(1) STANDARDS FOR SCHOOL LIBRARY PROGRAMS. American Library Association. Chicago. 1960.

(2) For names of Committee members and Consultants see Appendix A.

(3) Cory, Patricia Blair, REPORT ON PHASE I SCHOOL LIBRARY PROGRAMS IN SCHOOLS FOR THE DEAF. The Convention of American Instructors of the Deaf. 1966.

(4) THE RANDOM HOUSE DICTIONARY OF THE ENGLISH LANGUAGE. Random House, New York. 1967. p.826

CHAPTER I

PROGRAM

GENERAL PRINCIPLES

"Merely stocking schools with materials is not enough." (1) These famous words have been quoted and re-quoted by librarians and other educators across the land. Like a classroom without a teacher, a Library-Media Center would be indeed a dreary and useless place without a functional program directed by qualified staff to make its resources available and meaningful to the populations it is intended to serve.

In schools for the deaf several populations are served and they are distinct from one another, and require different programs of service. They usually consist of (2):

(a) Students from pre-primary through advanced grades. (Upper schools and high schools)

(b) Administrative staff and faculty.

(c) Student teachers.

(d) Guidance counselors and psychiatric staff.

(e) Dormitory supervisors and houseparents.

And in a few schools:

(f) Research departments.

The national standards state (3), "The general objectives of dynamic school library service are common to all schools ... They are in harmony with the over-all objectives of education which they serve."

The general objectives do, indeed, apply in schools for the deaf and each Library-Media Center should participate in the total school program as it operates to meet the needs of students, faculty, and other members of the community of workers serving the special needs of the deaf.

The Library-Media Center program, therefore, needs to be extended, and hand-tailored, to meet the specific needs of each school and each group within the school. This must include consideration of student populations depending primarily on the eyes as the chief avenue of understanding and learning, and consideration of the special reading, viewing, listening and learning problems

of deaf students. It should include consideration of faculties, often in residence on campus, or living in small communities far from other sources of reference and research materials and the program should not neglect the special needs of student teachers.

Those responsible for the preparation of these recommended standards recognize that the services rendered will vary necessarily according to the type and size of the school. Public day schools and residential schools have needs different in degree and will adjust their programs accordingly. The size of student population also affects the Library-Media Center program.

Some other factors which influence the program are: does the school operate under one roof in one building; are the facilities set up in one centralized location or established in smaller branch units throughout a school campus; is an integrated Library-Media Center being administered, or are separate, but parallel, departments being operated by separate staffs to handle d.fferent types of materials.

It is unnecessary, and indeed would be limiting and dangerous, to suggest specific types of programs for schools under 250 population, for example, or over 250 population, or for one type of school or another. Furthermore descriptions of a number of developmental program activities based on experience in one school are available in Chapter IV of School Library Services for Deaf Children.(4)

Recognizing that each school will make its own adaptations according to its own needs, and that each Library-Media Center, will reflect its own school's curriculum, philosophy, and administrative patterns, the following general guidelines for program activities are presented.

PROGRAM GUIDELINES

Availability of Services

The program should be available to the total population of the school and should be available at times convenient and necessary for all who wish to use the services. This includes specified times before and after classes in all schools, and at times during evenings and weekends (when necessary) at residential schools in addition to the regular hours of the school library during the school day.

Individual Service to Students, Staff and Student Teachers

Provides reference service.

Provides reading guidance.

Provides guidance in viewing and listening.

Provides every individual student within the school with a program according to his individual needs.

Provides, through its varied types of materials and collections, for many kinds of interests and for different levels of maturity and ability.

Provides the individual student, through the continuity of the program, with cumulative growth in library skills, in independent study habits, and in desirable attitudes toward reading and other media of communication.

Serves, through experiences provided, as a stepping stone to the use of other community resources such as public libraries where books, films and records are available throughout adult life.

Assists teachers, student teachers and other staff members in selecting and using materials.

Assists teachers and student teachers in developing and producing audiovisual materials for classroom use.

Group Work with Students in the Library

Conducts story hours for appropriate age groups.

Conducts book discussions with appropriate age groups.

Gives instruction in the development of library skills.

Gives instruction in the use of reference tools.

Gives instruction in the use of visual materials so that students may develop skills in their independent use.

Gives instruction in the operation of equipment necessary for using visual materials independently.

Shows educational films and filmstrips on appropriate occasions as part of the library program.

Group Work With The Faculty and Student Teachers

Acquaints teachers and supervisors, at staff meetings or at other appropriate meetings, with new instructional materials.

Aids teachers through in-service training seminars to develop audio-visual materials for classroom use.

Demonstrates special or new aspects of the Library-Media Center program for faculty.

Confers with supervisors and subject specialists on strengthening the LMC program and collections.

Serves as resource person, (or persons), on Curriculum Committee.

Serves the student teachers with services, similar to those above, appropriately modified to meet their particular needs.

Acquaints the student teachers with LMC facilities for boys and girls and assists them in gaining experience in the use of the LMC resources with deaf students.

Public Relations

Maintains clear and direct communication with the school administration.

Maintains close and cordial relationship with the faculty.

Arranges attractive and stimulating displays.

Publicizes new materials through bibliographies, announcements, bulletin boards.

Publicizes new services.

Maintains contact and cooperative arrangements with public libraries and other school libraries in the community.

Arranges appropriate field trips for deaf students to public libraries.

Maintains appropriate contact and cooperative working relationships with libraries in colleges or universities affiliated with the school's student teaching program.

PRIORITIES

Priorities in Programming for the Deaf

Because of the special communication problems related to deafness, it is desirable to place emphasis on certain services which make a unique contribution

to the education and cultural enrichment of the deaf child.

Visual Materials

Visual materials are stimulating to all children, they are especially useful with deaf children. (A complete list of the types of desirable visual materials is included in Chapter III on Collections.)

For the LMC Program, it is recommended that picture books; flat mounted pictures, transparencies, filmstrips, motion pictures, and any other types of visual material not only be provided in profusion, but also that their use be promoted vigorously by the LMC staff.

This can be accomplished in a variety of ways:

Personal conference with individual faculty members.
Demonstrations for groups of faculty members.
Participation in in-service training programs.
Lists of new visual materials and lists by subject groups.
Example, through the appropriate use of visual materials with individuals and groups in the Library-Media Center.

It is also recommended that visual materials be used in combination with others, both printed and audio, whenever appropriate.

Storytelling

Storytelling is an important experience for all children. Anna Beth Brown, in her chapter on "Story and Music Time", (5) has made some very perceptive comments on storytelling: "At story time, a child pauses in his active play to experiment with concepts, to venture vicarously one step further into the world, to relive and deepen his experiences, and to release himself from the confinement of being a child in an adult environment. The story hour is a time of pure enjoyment. The story hour is a time of enrichment...The seeds of empathy take root.

"Children have many needs and drives, to love and to be loved, to explore and to yearn, and not by any means the least of these needs is that for aesthetic satisfaction. The storyteller's careful selection can satisfy the immediate aesthetic hunger and at the same time establish a life long attitude toward books."

Storytelling is, of course, important for hearing children but it is infinitely more so for deaf children. Deaf children miss the pleasurable sounds like jingles, nonsense words, or the cadence of rhymes that hearing children early associate in a pleasurable way with books as they

are being read aloud to. They also miss any casually heard introduction to stories; they need to have the visual experience repeated many times.

Since the acquisition of language by a deaf child is a slow and difficult process, the ability to read comes later--especially the reading of story books with colloquial language and idiomatic expressions.

The deaf child is, therefore, during early childhood, and lower school, dependent on the adults around him for the presentation and interpretation of all types of literature and stories. A deaf child cannot be exposed to too much storytelling. The librarian should supply the teachers with ample story materials for use in the classrooms. The library period may be used for storytelling for appropriate classes, and the staff should encourage parents to do storytelling at home and look at and talk about the library books which the child may bring home.

The ways in which story presentation takes place will reflect both the philosophy of the school and the personality and experience of the storyteller. The important thing from the point of view of this discussion, is that the children's library periods are being used to give them the beginnings of introductions to all kinds of literature. The storytelling program contributes to the reading readiness program, it provides the enjoyable emotional experience that lays the groundwork for a lifetime love of reading, it guides students to appropriate levels for their ages and abilities, and it encourages students to try independent reading of stories that have been told.

Because of the communication and reading problems stemming from congenital, or very early adventitious deafness, the storytelling technique can be profitably used during the library period up to an older age level than is the usual case with hearing children. It is also an appropriate and enriching experience for all types of classes at the younger levels.

Story hours during the library period should in no way interfere with or decrease the number of times that teachers wish to do storytelling in their classrooms.

Book Reviewing

At older age levels when students are reading independently and have sufficient expressive language it is also profitable to have the librarian lead the students in reviewing the library books which they have read.

Because of the difficulty in reading library trade books, as distinct from textbooks, it is highly desirable for the students to have professional assistance in reviewing and understanding what they have read. This

assistance should be informal and enjoyable and should not constitute a reading lesson as such.

During these literary discussions, young people enjoy telling one another about what they have been reading, and it gives the adult leader the opportunity to check informally on comprehension, to expand comprehension, and to discuss characteristics, attitudes and ethical values to be found in good literature. This activity is particularly meaningful to students in the academic track and to college bound students. It is recommended for use with appropriate classes.

Teaching Library Skills

Lessons in the use of the skills required to find materials needed and wanted should be taught to all classes. These would include instruction in the classification scheme, how to use the card catalog, and how to use many different types of reference books. This program of instruction should be expanded in detail and in depth for academic and college bound students.

Serving Vocational Departments

Vocational training is changing just as the rest of the curriculum has been responding to the technical and scientific explosion of knowledge in today's world. Furthermore, emphasis in different aspects of vocational education varies from region to region.

It is recommended that the staff of LMC centers should maintain close liason with the Vocational Department and provide services and materials as needed.

Working with Parents

Patterns of work with parents in schools for the deaf vary widely. The school's philosophy and even administrative pattern influence how parent contacts are handled. Some schools appoint a high ranking administrative officer to handle all parent related activities. The geographic spread which the schools serve will also be a factor since parents living at far distances from the school may visit the school infrequently.

Nevertheless the staff of the Library-Media Center should be aware of the fact that this is an important group to be served with materials that may be borrowed for home study. Close liaison should be maintained between the Administrative officers and the staff of the LMC to assure that parents are being provided for through whatever channels are appropriate in the individual schools.

Class Load (6)

The LMC professional staff conducting class or group work in the LMC requiring preparation for story hours, book talks, lessons in the use of reference materials, lessons in the use of libraries, showing and discussing educational films, doing demonstrations, or working with parents should have adequate time allowance to prepare for these activities.

Staff members who are continuously scheduled for group work cannot be expected to carry on all the other equally important activities necessary for rendering good service. Administration, selection and acquisition of all types of materials, organization of the collections, conferring with teachers and giving individual reference and guidance services to faculty and students are all time-consuming and high priority activities.

The following quantitative guidelines are recommended:

For the one man LMC with one professional staff member; without clerical assistance: 12 classes scheduled per week as maximum.

For the one man LMC with one professional staff member; with full time clerical assistance: 18 classes scheduled per week as maximum.

In Library-Media Centers with multiple professional staff and adequate supporting staff and where a Director discharges administrative duties: 20 classes scheduled per week as maximum for any one professional assistant assigned to general duties.

Program and Total Curriculum

No LMC program can be better than the curriculum of the school it serves. If the curriculum is rich and varied, drawing upon all sorts of collateral materials in addition to texts and workbooks, the staffs of the school Centers have opportunities to develop programs of great richness.

Those responsible for the preparation of these standards urge that they be studied and adapted in each school to best serve each school according to its curriculum.

Program in Relation to Other Factors

A full program having been outlined for a totally integrated Library-Media Center, consideration must now be given to what it takes to secure such a program. Personnel, Collections, Quarters and Equipment, and the Annual Expenditures necessary for support are discussed in the following chapters.

Footnotes

(1) STANDARDS FOR SCHOOL LIBRARY PROGRAMS. American Library Association. Chicago. 1960. p.4

(2) With the exception of Public Day Schools.

(3) STANDARDS FOR SCHOOL LIBRARY PROGRAMS. American Library Association. Chicago. 1960. p.8

(4) Cory, Patricia Blair, SCHOOL LIBRARY SERVICES FOR DEAF CHILDREN Book II, The Lexington School for the Deaf Education Series. Alexander Graham Bell Association for the Deaf, Inc. Washington,D.C. 1960.

(5) Brown, Anna Beth "Story and Music Time" in Leavitt, Jerome E., NURSERY KINDERGARTEN EDUCATION. McGraw-Hill Book Company. New York. 1958.

(6) The term class load is used here to refer to regularly scheduled classes for library activities. It does not refer to librarians being assigned to substitute in classrooms or assigned to some regular classroom work. Such arrangements are not recommended.

CHAPTER II

PERSONNEL

ENVIRONMENT

Supervisory Relations

In schools for the deaf the area of personnel as it relates to the school library service, or Library-Media Center service calls for careful consideration. Some of these factors which are inherent in deafness and special conditions in schools for the deaf will be discussed in the next section on Special Characteristics. However, in addition to such inherent factors, certain other differences between schools for the deaf and schools for the hearing are substantial and make difficult any comparisons with national standards for school libraries for the hearing.

For example, in the national standards, the chapter on the individual school library staff is preceded by two chapters: one on governmental structure including state and local school boards and administrators, and a second on school library supervisors both at the state level and the school system level.

The inference is clear. School librarians working in schools for the hearing are supported by the professional supervision, advice, and assistance of experienced librarians or instructional materials specialists who understand intimately the whole range of the school librarian's problems and opportunities. The local school librarian or media specialist is frequently also supported by centralized purchasing and processing from the school system's headquarters offices.

By contrast, the few school librarians and/or directors of audiovisual education working in residential schools for the deaf work generally in isolation (1) from their professional colleagues and also are confronted by special problems and special opportunities not clearly understood by these colleagues outside the field of education of the deaf.

By way of compensation, this library isolation in itself provides opportunities for educational integration. The librarian, media specialist, or director of a combined Library-Media Center, reporting directly to the Superintendent in a small compact school community, and working very closely with school supervisory staff, has the opportunity to integrate intimately the library or instructional materials services into the curriculum and the main stream of the school life.

These environmental factors influencing supervisory relations together with some additional ones described in the next section have direct bearing on the kinds of personnel required, as well as the number of librarians and media specialists required in schools for the deaf.

Special Characteristics

The majority of schools for the deaf are totally, or partially, residential. Virtually all of these schools have wide age spread in the student population: usually K through the equivalent of grade 12 (in chronological age). In some instances, the lower age range reaches down to Nursery and pre-Nursery. Some of the schools are affiliated with colleges or universities and serve as teacher preparation centers and laboratory, or demonstration schools. All professionals have to understand the special communications and learning problems of deaf students.

In short, the professional personnel in a Library-Media Center in a school for the deaf must be qualified by education, and be sufficient in quantity, to meet the following range of special situations by being:

1. Prepared to meet the needs of a wide range of ages among students. This includes being skilled in the selection of all types of materials appropriate for early childhood years through upper and high school levels.

2. Fully cognizant of the special reading, learning, and general communication problems which exist among deaf students, and able to guide students effectively.

3. Especially skilled in the selection and use of all types of visual materials for the benefit of students whose chief avenue of learning is through the eyes.

4. Prepared to meet the special needs of student teachers in addition to those of regular faculty.

5. Prepared, in large campus-type schools, to provide several areas of library service, i.e., branch, or satellite centers decentralized in several buildings.

6. Prepared to assist teachers and supervisors in the preparation and production of special visual and programmed materials in school situations where specially prepared materials are highly desirable.

Requirements

It can be seen readily that in Library-Media Centers in schools for the deaf there are special characteristics that affect the kind of personnel required, the professional preparation, or combination of professional preparation as well as the number of personnel required to give adequate service.

The obvious and most urgent recommendation is that personnel should have

educational preparation in the fields of librarianship, audiovisual education, and education of the deaf. With the proliferation of new mechanical and electronic devices affecting curriculum and teaching methods, and with similar and related devices changing the library's methods of storing and disseminating information, a new dimension is added. Some background in the utilization of electronic hardware is desirable either on the part of the department director or of a member of the staff.

In summary the following questions can be posed regarding personnel:

1. In a school for the deaf what kind of person should the Chief Librarian or Director of a Library-Media Center be?

2. What kind (kinds) of professional education should he have?

3. With what age levels must he be prepared to work?

4. With what kinds of materials must he be proficient?

5. With what kinds of equipment should he be knowledgeable?

6. What kinds of professional and supportive assistants should he have? How many?

Dr. William J. McClure, a member of the Advisory Committee for Phase I of the Library Survey Project (the status study) and for Phase II (the preparation of standards), formulated a statement describing what a superintendent might regard as desirable professional preparation and qualifications for a librarian in a school for the deaf. Eight points in his statement, the majority of which relate directly to the librarian's prior professional education, recommend that the librarian should:

1. Qualify for state or local certification as a school librarian.

2. Have an educational background as a teacher of the deaf. This means he would be a qualified classroom teacher in a school for the deaf and would thus have a better knowledge of the language problems of deaf children, the methods used by teachers of the deaf, and the opportunities that a librarian would have to strengthen the educational program.

3. Have the ability to communicate effectively with pupils at all levels without the need for the teacher to explain or interpret for him.

4. Be familiar with the entire school curriculum, so that he is able to integrate the offerings of the library with the ongoing educational program.

5. Have training and experience with audiovisual materials and techniques.

6. Have a pleasant personality and ability to relate well to teachers and pupils alike. Be cooperative.

7. Have executive and educational leadership abilities.

8. Have the ability to make the library and its services not only an essential part of the school program but ideally the center of it.

PROFESSIONAL PREPARATION OF STAFF

The professional education of staff in Library-Media Centers should prepare the person(s) to have a combination of competencies in three fields: (1) education of the deaf; (2) librarianship, i.e., expert knowledge of children's literature and printed materials for young adults, and information, reference and reading guidance, ability to organize collections, and knowledge of new techniques and automated devices being introduced rapidly in modern libraries; and (3) audiovisual education i.e., the ability and experience to select, and to assist in the preparation, production and utilization of audio and visual materials.

In a Library-Media Center having multiple staff, not every staff member needs to have competencies in depth in all areas. Individual staff members may specialize in certain aspects of service, to make special contributions in specific areas. For example, one might specialize in production of materials, one mignt specialize in early childhood education, another might be an expert cataloger, or reference librarian. All would be assisted by supporting personnel (see Quantitative Standards).

Director

The Director of such a staff should be either a fully-trained librarian, a fully-trained teacher of the deaf, or a fully-trained audiovisual specialist. In all cases he should have competencies in the new media as well as print.

The following minimal professional preparation is recommended:

1. Qualified librarians should have the Master of Library Science degree from an approved library school, plus the following course content taken in a recognized training center in the education of the deaf:

   Methods of Teaching the Deaf
   Teaching Language for the Deaf
   Teaching Reading for the Deaf
   Teaching Speech for the Deaf
   Methods of Auditory Training
   Psycho-Social Educational Aspects of Deafness

2. Qualified teachers of the deaf should have the Master's degree in Education of the Deaf, plus the following course content in an approved Library School:

   School Library Services
   Materials Selection (including print and audiovisual materials)
   Reference Services
   Storytelling
   Cataloging

3. Qualified audiovisual specialists should have the Master's degree in their field of speciality, plus the following course content in an approved school:

   Methods of Teaching the Deaf
   School Library Services

If the original professional preparation in the first two categories did not include adequate course content in audiovisual materials then appropriate audiovisual courses should be added under each category.

It has been noted that most schools aspire to more than minimum standards. It would be highly desirable for the Directors of Library-Media Centers in schools for the deaf to have the full MLS and the full MA degrees or the equivalent thereof through course content as suggested, plus in-service training and prior direct experience under competent supervision.

In schools where large teacher training programs are in operation in conjunction with colleges or universities it would be desirable for the Director of the Library-Media Center to have a doctoral degree. Such a degree might be in one of several areas: Educational Media, Curriculum, Administration, or Library Science.

Other Professional Staff

Professional assistants to the director of the library center should have either the MLS or the MA degree and specialize in one or more facets of service provided that the total staff competencies complement one another, and provided that each staff member is able to communicate directly and fluently with the deaf.

QUANTITATIVE STANDARDS FOR STAFF

The 1960 quantitative standards for school libraries in general suggest:

	Personnel
The collections of printed materials	
The collections in the school library	1. Librarian: For the first 900 students or major fraction thereof: 1 librarian for each 300 students or major fraction thereof. For each additional 400 students or major fraction thereof: 1 librarian. 2. Clerks: 1 clerk for each 600 students or major fraction thereof.
The collections of supplementary materials (Sets of supplementary texts; classroom reference materials)	Library clerks as needed in addition to those provided for the school library and audiovisual collections.
The collection of audiovisual materials	1. When the head school librarian has partial administrative responsibility for audiovisual materials, the number of librarians and the number of clerks are each increased by 25 per cent. 2. When the head school librarian has full administrative responsibility for audiovisual materials, the number of librarians and the number of clerks are each increased by 50 per cent.

Since 1960, the increased demands made upon school libraries by changing curricula and the rise of independent study have led the American Association of School Librarians to take steps toward considering the upward revision of the quantitative standards on personnel.

The Committee appointed, under the Chairmanship of Dr. Frances Henne, to recommend such revisions, has evolved into a Joint Committee with the Division of Audiovisual Instruction so that the revised standards will be planned for integrated instructional materials centers. This will undoubtedly have major implications for kinds of personnel and for the quantity of personnel needed to operate such centers.

In addition to the above quoted figures and facts which obtain in schools

for the hearing, there are the important special factors, which have been discussed, that exist in schools for the deaf. These special factors, recapitulated below, all have implications regarding the quantity of staff needed in centers in schools for the deaf:

1. Wide age span to be served.

2. Special learning, reading, and communication problems which exist.

3. Small size of classes that limits the number of students the Center and staff can serve during one class period.

4. Extraordinary heavy use of all types of visual materials.

5. Existence of large campus-type schools with several LMC's decentralized in several separate buildings.

6. Presence of teacher training classes at many of the schools requiring administration of sizeable professional collections.

7. Presence of students on campus during evenings, and in many cases, on week-ends.

8. Length of time required for staff members to communicate with each deaf student. (longer than with hearing students)

The following quantitative standards for personnel are recommended:

Responsibility for	Professional Staff
The collections of all materials in the Library-Media Center.	1 professional staff member for every 100 students or major fraction thereof. Supportive Staff 1 graphic artist 1 secretary 1 clerk-typist aide for every 100 students or major fraction thereof. 1 technician
If Library-Media Center has responsibility for handling textbooks, workbooks, and classroom reference materials.	Clerk aides as needed in addition to aides provided for the Library-Media Center.

Operational Example

In a hypothetical school with a population of 375, a curriculum which makes heavy demands on the Library-Media Center, a rapidly developing production program of 8mm films, transparencies, video tapes, programmed materials, and large teacher preparation program, the staff might be as follows:

Director

Additional Professional Staff

Professional Staff member #1
Professional Staff member #2
Professional Staff member #3

Supportive Staff

Graphic Artist
Secretary
Clerical Assistants (one to one basis with professional staff)
Technician

A proposed division of the major responsibilities according to each staff member's area of specialization and the qualifications for these positions follow:

Director

Should be a person of fully qualified training in librarianship, in teaching the deaf, and in knowledge of audiovisual media.

Should have broad knowledge of books and other printed materials and of audiovisual materials.

Should have a minimum of three years experience in a classroom and/or a library-media center.

Should have administrative ability and leadership qualities.

Duties of the Director

Directs and supervises the staff.

Serves as chief liaison with administrative officers and with faculty committees.

Prepares and controls the budget.

Supervises and has general overall supervision of selection of materials.

Assigns areas of specialization and responsibility to other staff members.

Develops and has major responsibility for professional library.

Plans special instruction and assistance to student teachers.

Demonstrates as needed for student teachers and for pre-service and in-service training of faculty and staff.

Supervises schedules of the library staff coverage of professional desks, circulation desk, decentralized libraries, evening hours, weekend hours.

Serves on the school's curriculum committee.

Initiates, or at the direction of the administration, prepares plans and projects for improvement and expansion of services.

Other Professional Assistants:

Professional Staff member #1 Audiovisual Materials Specialist	Professional Staff member #2 Early Childhood and Storytelling Specialist
(If the director's primary qualifications are in the audiovisual media and he prefers to retain for himself some of the assignments below, responsibilities can be assigned in different combinations and variations.)	
Selects and has chief responsibility for selection and acquisition of audiovisual materials.	Supervises and has major responsibility for work with nurseries, kindergarten, lower and middle schools.
Consults with staff subject specialists, and grade level and departmental specialists regarding selection and use of audiovisual materials.	Carries major work load of storytelling, group work, and instruction in use of the library with age groups listed above.
Demonstrates use of audiovisual materials.	Selects and has major responsibility for selection of materials for age groups listed above.
Conducts in-service training program in use of equipment.	Confers with supervisors and faculty at these levels.
Conducts in-service training programs in production of teacher-made audiovisual materials.	Prepares special bibliographies and displays for age groups listed above.
Supervises all school film production.	Works as general assistant during hours the center is open, assisting all individual students and faculty with questions related to reference and guidance in locating and using materials.
Supervises all school T.V. production.	Serves on the curriculum committee for age levels listed above.
Supervises graphic artist.	

Professional Staff member #3

Junior and Senior High School Specialist

(Trained Librarian)

Works with junior and senior high school.

Selects materials for junior and senior high curriculums.

Confers with supervisors and faculty for these levels.

Directs general reference services.

Cataloges the collections.

Supervises clerk-typist assigned to cataloging section.

Graphic Arts Specialist

(Would report primarily to audiovisual specialist)

Designs and produces slides , visual transparencies upon request.

Produces 8mm and 16mm film under supervision of professional staff member.

Supervises and has responsibility for reproduction of teacher made materials.

Designs exhibits, posters and realia.

Acts as museum liaison person.

SUPPORTIVE STAFF

Secretary

Serves as secretary for director and entire department.

Handles correspondence.

Expedites ordering.

Handles rentals and loans.

Supervises library aides.

Schedules coverage of circulation desks.

Assists in circulation work.

Maintains center.

Telephones.

Aides (Clerk-typists)

Assist at circulation desks (for books, films, tapes, equipment and textbook materials as they are circulated to staff and students.)

Assist secretary and professional staff as needed in preparing stencils.

Assist in typing and clerical aspects relevant to the cataloging and processing of materials.

Returns and is responsible for returning all materials and equipment to their proper places.

Filing.

Telephone.

Inventory and supplies.

Thread machines as needed.

Assist with making and mounting transparencies.

Technician (s)

Maintains educational media equipment. Duties might be shared with other departments depending on size and volume of work required on equipment in total school.

Serves as chief projectionist.

Assists in training others to operate equipment.

These quantitative standards for staff are comparable to recommendations made in the 1960 ALA Standards for schools for the hearing and allow little more for meeting the additional requirements imposed by deaf students. The 1960 Standards recommend 1 1/2 professional librarians for each 300 students in schools where the librarians are responsible for audiovisual materials. Furthermore, there are expectations that new standards now under discussion will recommend one professional person for each 200 hearing students, plus supporting clerical staff on a one to one basis with the professional staff, and specialists such as graphic artists and technicians as needed.

In comparison to what is about to be proposed for schools for the hearing, in the light of experience in schools for the deaf, and in terms of the proposed services to be rendered, the quantitative figures for staff are deemed realistic. They are intended to cover the day time hours only, with staff coverage from slightly before school opens to some reasonable time after classes are dismissed. The quantity of staff recommended does not include maintaining evening and week-end hours. Extra personnel would be needed for opening the library, or Library-Media Center, during such times.

Work Load

The chapter on Program refers to the Class Load for group work that any one staff member might reasonably be expected to carry.

From the viewpoint of personnel management, and assignment of responsibilities, the work load represents a slightly different facet of the same subject.

Librarians and media specialists have important contributions to make in supporting roles to the faculty. Pre-planning with teachers before class visits, follow up conferences, provision of individual reference and guidance services, and welcoming the spontaneous visits of teachers and classes in quest of information about something interesting that has come up in class are just a few of the day to day services the staff must render. In addition there are administrative matters, selection and acquisition of books and audiovisual materials, production of school-made materials, and cataloging. Modern school library leaders regard these supporting services as extremely valuable contributions to the school's total program.

It is clear that the librarian, and/or media specialist, who is overburdened with scheduled classes requiring preparation for group work, will not have the time or the energy to discharge these important duties, With deaf students requiring much repitition and reinforcement in learning, as well as considerable personal guidance, librarians in schools for the deaf may always do more group work in the library than would be done in hearing schools. However, such group work should be kept in perspective and should not consume so much time that it becomes a detriment to the other important major functions of Library-Media Centers. It is recommended that the work load for group work for each staff member not go

above the maximums recommended in the Chapter on Program. (2)

SUMMARY

Since personnel is the cornerstone on which good library and media services are based it is to be hoped that the very highest professional standards may be maintained in professional preparation and quality of personnel.

It is also strongly urged that adequate quantity of professional personnel be provided. And since it is far more economical and efficient to use the professional staff to do professional work, it is also recommended that quantitative standards be met for supporting help such as secretarial, clerical and technical assistants.

Footnotes

(1) In residential schools the isolation is not only governmental but often geographical.

(2) For the one man library, or Library-Media Center, without clerical assistance: 12 classes scheduled per week as maximum.
For the one man library, or Library-Media Center, with full time clerical assistance: 18 classes scheduled per week as maximum.
In libraries, or Library-Media Centers, with multiple professional staff and adequate supporting staff, and where a Chief Librarian or departmental director discharges administrative duties: 20 classes scheduled per week as maximum for any one professional assistant assigned to general duties.

CHAPTER III

COLLECTIONS: PRINTED AND AUDIOVISUAL

This chapter is concerned with both quantitative and qualitative aspects of the printed and audiovisual collections in the Library-Media Centers of schools for the deaf.

QUANTITY OF PRINTED COLLECTIONS FOR STUDENTS

Books

The 1960 National Standards (1) regarding size of collections are out-dated and are now being revised. Also, those Standards were prepared for day schools for hearing children and are not adequate for special educational situations.

As noted in the Status Report, the size of the book collections for students in the majority of libraries in the 30 schools in the sample fall below the size range recommended. By projection, it is surmised that the library book collections in most schools for the deaf fall below quantitative standards. A first target should be to bring all library book collections up to present quantitative standards as quickly as possible. The Standards Committee emphasized the urgency and importance of rapid implementation of the quantitative standards, not at the lower range but at the upper range, in all schools for the deaf.

The Standards Committee for Library-Media Centers in schools for the deaf recommends the following range for library book collections:

> In schools having 250 students and over: 10,000-15,000 books minimum
>
> In schools having under 250 students: 6,000-10,000 books minimum
>
> Ideally, even the smallest school needs a basic collection of 6,000 to 10,000 books to assure variety of choice, to meet educational needs, to meet the requirements posed by broad age span as well as to provide for range of interests.

Paperbacks

The Committee noted that paperbacks could make an important contribution to both the quality and quantity of the book collections. Some titles are available in paperbacks but not in hardcover. Also, if necessary, more duplicate copies of paperback titles could be purchased than would be feasible for the same title if it were hardback.

Periodicals, Newspapers and Pamphlets

1. Periodicals

At least the following number of titles in the student's periodical collection:

Schools having grades K-6	25-30
Schools having grades K-8	30-50
Junior High School	40-70
Senior High School	80-120

2. Newspapers

At least 3-6 newspapers.

3. Pamphlets

An extensive number of pamphlets.

QUALITY OF PRINTED COLLECTIONS FOR STUDENTS

Quality can be assured in part by maintaining a regular annual budget for purchase of a sufficient number of new titles. Collections must be kept constantly up-to-date through acquisition of fresh material. Out-of-date materials should be discarded. Contemporary publications of quality and usefulness should be replaced when worn out.

Approved guides for the selection of materials in basic collections and recognized journals, reviewing contemporary publications are helpful (2). However, because of the special communication and reading problems of the deaf, selection and evaluation of materials for deaf students take on added dimensions. The Committee on Standards recommends the preparation of special lists of recommended books and other printed materials for schools for the deaf, and the provision of other appropriate materials and assistance on a regularly available basis for these schools.

QUANTITY OF PRINTED COLLECTIONS FOR PROFESSIONAL STAFF AND STUDENT TEACHERS

Books

The number of titles in professional libraries should be based upon the total of all professional titles actually in print in our special field, plus a reasonable number of titles in other areas of special education and in general education. Whether a teacher training center is affiliated with the school should make no difference except for the number of duplicate copies of certain titles that would be needed. Teachers, as well as trainees, deserve the best possible professional library. The recommended minimum budget for professional materials provides for the acquisition of a relatively small number of books a year for the professional collection in all schools and for the acquisition of duplicate copies in schools

having teacher training programs.

Periodicals and Pamphlets

1. Periodicals
   At least the following minimum number of titles in the following categories:
   Education of the Deaf.....10
   Print and Audiovisual Media.....15
   General Education.....20

2. Pamphlets
   An extensive file of pamphlets and reprints on professional topics.

QUANTITY OF AUDIOVISUAL COLLECTIONS

Motion Pictures

Realistically, the number of 16mm educational motion pictures available for use by deaf students will depend largely on the number of captioned films available. Since they are being produced in relatively generous supply, schools for the deaf are in a very advantageous position and should have educational 16mm motion pictures in adequate quantity. These captioned educational motion pictures are supplied to schools for the deaf and are on deposit in schools on a long loan basis, which in effect is a permanent basis. The educational 16mm film collection for use with students at present contains 200 titles, and new titles are being added at the rate of about two a week.

This is not to suggest that other 16mm motion pictures from other sources should not be used. Motion pictures should be rented, borrowed, or purchased from other sources as needed. Funds should be available to cover rental and/or purchase costs as recommended in Chapter V on Recommended Annual Expenditures.

The number of 8mm motion pictures which should be available in a school for the deaf cannot be stipulated at this time. DAVI standards take note of the rapidity with which changes are taking place in the 8mm medium and, regarding equipment, advised that, "Such significant changes are occurring in the 8mm medium which do not at present justify quantitative guidelines." (3)

These same significant changes reveal themselves in the numbers and forms of 8mm motion pictures currently available. Some are prototypes produced for experimental programs and are not in commercial production; some are in regular 8mm; and some are in super 8mm. Some 8mm film must be threaded while others are in cartridge form. Some difficulty in projecting super 8mm exists as projector companies are still tooling up, and certain needed new projectors are not yet on the market commercially.

It is desirable for schools for the deaf to inform themselves of new developments in the 8mm medium, to experiment with the use of 8mm film, with the production of 8mm film, and with the exchange of such 8mm materials among the schools.

However, at this time quantitative guidelines on the number of 8mm motion pictures that should be in an individual school cannot be formulated.

Filmstrips

One of the most flexible and useful classroom materials is the filmstrip. In well-produced filmstrips, subjects are presented clearly, vividly and in sequence. Printed commentary on filmstrips for children is usually brief, to the point, and in relatively simple sentences. In addition to these advantages which are particularly important for the deaf, the pace or the speed of viewing and reading is controlled by the teacher, and a class can linger on an individual picture (frame) as long as is necessary or desirable.

Experience has proven the extraordinary value of the use of filmstrips with the deaf, both for guided group use in the classroom and individual use for reference. A basic collection of filmstrips should have at least two filmstrips per student. Small schools can profitably use more filmstrips than indicated in this minimal recommendation.

Filmstrips	3 new titles per student to be added annually

Other Visual Materials

The DAVI pamphlet makes this statement about other types of audiovisual materials:

> "Due to the state of the field and the nature of certain media it is extremely difficult, if not impossible, to develop quantitative guidelines for all types of audiovisual materials. Even though quantitative guidelines are not recommended at this time for these materials, it must be recognized that they do make a unique contribution to the instructional program and must be made available for the instructor's use. Each item must be supported with a fair share of the funds expended for media. The overall objective of the media program should be to provide a wide variety of audiovisual materials with no one item dominating the program."

It is recommended that schools for the deaf provide additional audiovisual materials, such as those listed herein, as needed in the curriculum and also for non-academic use by students:

2 x 2 slides
3 1/4 x 4 slides
Transparencies and transparency masters
Study prints
Maps
Globes
Dioramas
Tapes and disc recordings
Realia
Art objects

Audio Materials

Due to the special function which sound materials perform in schools for the deaf, quantitative standards for audio materials cannot be formulated. Traditionally these materials have been used primarily for auditory training and have been administered in supervisory units other than libraries or Library-Media Centers. In some schools for the deaf, audio materials are currently being transferred to the LMC departments. As experience is gained, the matter of quantitative guidelines for audio materials should be reviewed.

General Recommendation

The 16mm and 8mm motion picture collections and similar visual educational media as well as audio materials should be in the same administrative-supervisory unit as the book collections and other printed materials, thus establishing integrated collections of materials.

All staff members responsible for the selection and utilization of any media should be thoroughly familiar with all the collections (print and audiovisual) so that they will be able to assist faculty and students to take full advantage of the cross media approach to the use of materials. It is the consensus of the Committee on Standards that such service can best be achieved through integrated Library-Media Centers, unified collections, organized and indexed (cataloged) together, and with a unified staff. This arrangement constitutes the most functional, convenient, and economic organizational pattern, and provides for optimum service to students and teachers in the provision and use of materials.

Footnotes

(1) The ALA quantitative standards for books in 1960: In schools for the hearing having 200-999 students.....6,000-10,000 books.

(2) A list of recommended selection aids is presented in: SELECTING MATERIALS FOR SCHOOL LIBRARIES: GUIDELINES AND SELECTION SOURCE TO INSURE QUALITY COLLECTIONS. American Association of School Librarians, Chicago. 1965.

(3) QUANTITATIVE STANDARDS FOR AUDIOVISUAL PERSONNEL, EQUIPMENT AND MATERIALS. DAVI. NEA. 1965. Washington, D.C.

CHAPTER IV

QUARTERS AND EQUIPMENT

In order to provide a frame of reference for the recommendations for Standards in Schools for the Deaf the following is quoted from the American Library Association's "Standards for School Library Programs" (1).

"School Library Quarters

"A library program that stimulates learning, encourages creative teaching, and provides for individual and group guidance requires a physical environment that is functional in design, and arrangement. Ample space, harmonious arrangements, good lighting, blendings and contrasts in colors, functional furnishings, and proper control of sound create an atmosphere in which students and faculty enjoy working and in which learning takes place. The liking that children and young people have for the library, their feelings of ease and pleasure in its surroundings, and their satisfactions in using its materials derive from many sources. Among these influences are the attractive appearance and the convenient arrangement of the school library.

"Planning

1. Planning a new school library, or remodeling existing quarters, begins with a study of the educational philosophy, objectives, and curriculum of the school and with a review of the library's current and potential contributions to the total educational program.

2. The breadth of the library's program, the scope of its resources, and the making of its services and materials easily accessible to teachers and students determine the amount of space, the number of areas, and the kinds of equipment to be included in its quarters.

3. The library quarters are planned cooperatively by the school academic administrator, the architect, the school librarian, and the local or state school library supervisor.

Design for Good Service

In order that good service may be provided, the library quarters must be easily accessible, large enough to take care of the needs of the entire student and faculty groups, and planned for the comfort and convenience of its users. Location, space, and functional arrangements are basic elements in the design for library quarters.

1. The school library is located for maximum accessibility.
   a. In the school housed in one building, the library is conveniently located in relation to study centers, the center of classroom traffic, and the various divisions of the school.
   b. In campus plan schools or school-within-a-school plants, the library is centrally located to serve clusters of classrooms.
   c. The library is located some distance from sources of distracting noises, such as the gymnasium, cafeteria, playground, shops, or bus loading areas.
   d. The location of the library is in an area that does not limit its proportions to conventional classroom dimensions or restrict space for future expansion.
   e. Where the head librarian does not have administrative responsibility for the collections of audiovisual materials or textbooks, good planning provides that these collections all be centrally located and in proximity to the school library.
   f. Any extended library program, with service continuing during summer hours, evening hours, or other times, requires a location for the library that permits restricting the use of the school building to the library quarters and that allows for separate custodial maintenance and supervision.

2. The space requirements (5) of the school library are determined by the program of the school, the size of the enrollment of the school, the number and types of materials to be housed, and the elements of functional arrangements that afford efficient and effective service.
   a. If all students and teachers are to receive library service, the library areas must be large enough to accommodate them. This means that the reading room has a seating capacity for 10 per cent of the enrollment in the schools with more than 550 students and a minimum seating capacity for 45-55 students in schools having 200-250 students.
   b. The number of reading rooms depends upon the size of the enrollment and the organization of the school. In terms of supervision and good service, no more than 100, and preferably no more than 80 students should be seated in one reading room. In larger schools multiple reading rooms or special library areas are therefore needed.

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(5) Demonstration school libraries require extra space in order to accommodate visitors and observors. Twelve-grade schools may need larger space to provide separate areas in the library for elementary and secondary school students and many, in some instances, have separate libraries for the elementary and secondary school groups.

c. The library quarters are large enough to house the collections of materials required for the needs of the students and faculty to provide for the effective and convenient use of these materials. Adequate space is planned for the reading, viewing, and listening pursuits of students and faculty, for the arrangement and housing of materials, and for the management of the library. The library suite also contains classroom and conference room space to meet the special needs of students, teachers, and librarians in the use of library materials and in teaching students how to use the library and its resources.

3. Library quarters have the characteristics of flexibility as well as amplitude. Flexibility in libraries can be achieved in many ways: a minimal use of loadbearing walls and elimination of structural columns; modular planning; exchangeable equipment; the use of outdoor spaces adjacent to the library; and the design and arrangement of levels and areas so that they may become extensions of other areas. New developments in educational programs, instructional methods, and class groupings, and the uses of library resources that accompany them, make it essential for the library quarters to have this element of flexibility.

4. Any newly developed equipment that increases the efficiency of the school library's organization and that expands the breadth of its services is acquired. The uses of closed circuit television for reference services and for library instruction between the library and classrooms in the school are examples. The newer electronic devices and machines provide imaginative librarians with many possibilities for exploration and experimentation.

5. Design and arrangement make the library attractive, comfortable, and convenient. Proper control of light, acoustics, ventilation, and of temperature are essential. The color design, and other decorative arrangements of the library reflect beauty and are harmonious, pleasant and inviting in their total effect. As a result, using the library becomes a pleasureable as well as profitable experience for children and young people." (2)

IN SCHOOLS FOR THE DEAF

QUARTERS(3)

General

Certain desirable features are common to libraries in all schools. For example, many of the foregoing comments on philosophy and curriculum, accessible location, flexibility, and attractiveness are just as applicable to schools for the deaf as they are to schools for the hearing.

All schools also must come to decisions about using existing space, remodeling space, or making plans for new Library-Media Centers in new buildings (as they are constructed). And, all schools must determine what the relationship will be between printed and audiovisual materials. A school with an integrated materials center will plan its quarters quite differently from a school with separate but parallel departments.

Specific Factors and Recommendations

The majority of schools for the deaf are situated on large campuses with many buildings located at considerable distances from one another. School administrators are, therefore, confronted with several decisions to make regarding the location, or locations of the main LMC and branch LMC quarters.

This, plus the equally important factor of the broad age range of students to be served, led all concerned with this study to recommend that separate LMC quarters be provided for different age groups. In most schools this would require a main, or central center, and separate branch quarters in different buildings.

This presents a staffing problem, it is true, and calls for some duplication of materials. The group felt, however, that the interests and the needs of the various ages to be served were so different that different quarters were necessary. For example, the furniture, equipment, collections, decor, and atmosphere of a pre-school or elementary school LMC ought to be very different from those suited for a senior high school center or a professional center.

Separate Quarters

It is recommended that separate library quarters be provided for the lower school, or primary department, the middle school and junior high school ages, senior high school, and the professional library. Suitable decor and furniture appropriate for each group should be provided.

Library areas for younger children, in addition, should have counter-high and five-shelf-high wall shelving, a large picture book area, story-telling and group work areas equipped with amplification, chalkboards, projectors for showing all types of visual materials, and a listening area.

The libraries, or resource areas, serving older students and adults can have seven-shelf-high wall shelving and/or stacks, and should be liberally equipped with individual study carrels wired for viewing and listening. They should also have microfilm readers, periodical and index tables, dictionary and atlas stands, and vertical files for pamphlets.

The quarters that serve as the main, or central, materials center should provide space for extensive picture files and transparencies (unless they are

also decentralized) ample shelving for 16mm and 8mm motion pictures, filmstrips, slides, and recordings. In the main quarters, space should also be provided for the production of visual and tape materials, and museum-type materials.

Office and workroom space as well as an area for cataloging would logically be adjacent to the central LMC rooms and office. And if the library or instructional materials department has some responsibility for textbooks they also might be shelved in an adjacent area.

If, for staffing purposes, or for other reasons (a school in one building serving ages kindergarten through 8th grade, for example) it is desirable and necessary to have one centralized library serving the entire student population as well as the faculty, certain steps should be taken in planning the quarters. Separate but inter-connecting rooms, or areas, should be arranged so that faculty, junior and senior high school students, and middle and younger age groups each has its own clearly defined areas furnished and equipped to carry out their own distinct functions.

Floor Space, Seating Capacity and Shelving Capacity

What do the above recommendations mean in terms of allocation of space provision of seating capacity, and shelving capacity?

Educated opinion advocates that space and seating capacity in a school for the deaf should exceed standards recommended for schools for the hearing of comparable size for the following reasons:

1. The wide age range served requires separate areas, or separate rooms, which means that needed floor space is increased in size.

2. Since each area, or room, needs seating both for independent individual reading and study, and for arrangements for group work, the total seating capacity should be higher than in a school for the hearing of comparable size.

3. Since large book collections are recommended (see discussion of this in chapter on Collections) adequate shelving must be provided. Standards for hearing schools recommend shelving sufficient to house three-fourths of the collection, pre-supposing that one-fourth of the collection will be in circulation. Reading is difficult for deaf students and experience has shown that larger proportions of volumes will be on the shelves in schools for the deaf. This is true even in schools where great emphasis is placed on all aspects of the reading program. In view of this, shelving capacity should be provided for 60 to 65 per cent of the book collection in schools for the deaf.

4. Evening and week-end use of libraries for study and recreation by

resident populations, counselors, or houseparents, means more seating capacity since the use quite possibly would involve large groups coming to the libraries during the times when classes are not in session.

5. Large areas are needed, and this need will increase, for equipment in use, for equipment in storage, as visual and auditory materials are produced in ever greater abundance by the Captioned Films program and as the necessary pieces of equipment increase in number.

6. Ample space for shelving and circulating the 16mm and 8mm educational films should be provided.

7. Ample space for filing transparencies and flat pictures should be provided.

8. Production rooms including a dark room should be provided in which the Library-Media Center's staff can prepare visual and taped materials. The production facilities of the LMC should not preclude workrooms and production rooms for teachers use in the immediate areas of their classrooms.

9. Conference rooms and story hour rooms should be provided.

10. In many schools for the deaf, space for a professional library and facilities for reference and research should be provided for graduate students and research staff as well as for regular faculty.

11. Schools which serve as demonstration schools should provide extra floor space, seating space, one-way vision windows for observations.

In summary, the observations during the on-site visits, the consensus among the Advisory Council members, and the opinions of the Library Specialist Consultants all confirmed the fact that larger quarters and more equipment are necessary to give adequate library services in schools for the deaf than in schools for the hearing.

The following quantitative recommendations are made:

1. Reading room (main room) should have capacity for the seating of 55-65 in schools with an enrollment of 250-500 students, and 45-55 in schools having under 250 students.

2. Reading room (main room) should have dimensions of 40-45 square feet per reader.

3. An ample number of study carrels wired for viewing and listening should be provided.

4. Sufficient space for heavy traffic areas should be provided around charging desk and equipment check-out points.

5. Five feet of space should be allowed between adjacent tables and five feet between tables and shelving.

6. Separate rooms in the Library-Media Center, or different areas of a central suite of rooms should be appropriately equipped, furnished and decorated for the different age groups to be served.

7. Shelving capacity should be provided for 80 to 85 per cent of the collection.

8. There should be ample space for all types of audiovisual equipment to be stored when not in use.

Rooms With Special Features

All the public rooms in the LMC suite should have attractive and inviting decor and should be carpeted. Some of the public rooms which are planned for group use such as storytelling or guided viewing of visual materials and listening to auditory materials require special treatment.

Rooms of these categories not originally listed have the following:

a. Appropriate acoustic treatment.
b. Seating capacity for one class plus the average number of adults usually in attendence.
c. Group amplification.
d. Chalkboard and flannel board.
e. Wall screen.
f. Sufficient electrical outlets to use visual and auditory materials.
g. Visual and auditory equipment for use during story presentations. This will provide flexibility for use of the room for other purposes.
h. Window light control.
i. In demonstration schools, a one-way vision window into the story hour rooms for observation.

Room, or rooms, in the Library-Media Center designed as screening rooms, listening rooms should have the following:

a. Seating capacity for three classes plus seats for the average number of adults usually in attendence should be provided. Allow six square feet per seat.

Such a room will usually be used by one class at a time, usually the class having a library period. However, the greater seating

capacity offers flexibility for multiple-use such as bringing more than one class together for special events, or screening films for members of the faculty.

Such a room, however, is not intended for use as an auditorium and should be kept small enough to provide a teaching situation.

b. Group amplification equipment should be provided.
c. A permanently installed double screen should be mounted to allow for projection of two images simultaneously. The screen should be adjustable for use with overhead projectors.
d. At least one, and preferably two chalkboards, should be provided. They should be mounted on tracks on either side of the screen to permit them to be pushed aside when screening, and pulled to the center when needed.
e. Electrical control panel should be installed in a lectern at the front of the room slightly to one side of the screen. Engineer's specifications for such a control panel usually provide for five button control: one to control total room lighting, one to control a spotlight for the speaker's face (in schools for the deaf), two to control projectors, and one to control audio devices (tapes and records).
g. Ventilating device should be provided if building is not air-conditioned.
h. One projector each of as many types as needed should be assigned permanently to insure that the room which is equipped for the use of visual materials will be ready for use at all times.
i. A tape recorder and a four speed turntable should be provided.

N.B. This room equipped for screening and listening in the Library-Media Center in no way takes the place of the classrooms which should all be equipped for the use of all media by the classroom teachers and students at any time during the teaching-learning process.

EQUIPMENT

<u>in the Library-Media Center</u>

The Center should have all the equipment necessary to carry on its functions and responsibilities within its quarters.

For administrative and office work the following should be provided:

Desks, typewriters, and files as needed.
Dry photocopier of make and design most useful for LMC office and

processing functions.

For production of educational materials the following should be provided:

Primer typewriters.
Infra-red type photocopier for production of black and white overhead transparencies.
Ultra-violet type copier for production of colored overhead transparencies and overlays.
Dry mounting press for mounting and/or laminating two-dimensional flat pictures and production of overhead transparencies by the photo-lift method.
Single or double frame 35mm camera with copy stand for production of simple filmstrips or 2 x 2 slides.
Additional still cameras including Polaroid. (May be loaned to faculty faculty and students.)
8mm motion picture cameras (regular and super 8). (May be loaned to faculty and students.)
Drawing board or table, for layout and lettering on transparency masters, filmstrip captions, posters. To be equipped with basic drawing instruments: T square, triangles, and lettering devices.
Duplicating equipment as needed.
Professional tape recorder of professional type and consistent with video tape recorders in adjacent schools for the deaf so that tapes will be compatible
Educational TV production equipment.

For use with individuals and groups in the Library-Media Center's own program and for demonstration purposes the following should be provided:

Overhead projectors.
Opaque projectors.
8mm projectors.
16mm projectors.
Tachistoscope.
Tape recorders.
Turntables for recordings.
Individual viewers for filmstrips and slides.
Video tape recorder. (Compatible with other schools in the state or region.)
Educational TV receivers.
Microfilm reader-printers.

In classrooms the following equipment should be provided by the Library-Media Center:

Tape recorder that can be connected with group aid.
Turntable for recordings that can be connected with group hearing aid.
8mm projector.
Filmstrip projector.
Slide projector.
Filmstrip and slide viewers.
Tape recorder.
Language master.
Educational TV receiver.
16mm projector for each 5 teaching stations.
Opaque projector for each 10 teaching stations.

Supplies necessary for the use of cameras, acetate sheets for the making of transparencies and similar necessary items should be conveniently available in the production room.

As new equipment and improved equipment becomes available it should be acquired. Provision should also be made for space, the necessary electrical outlets and necessary conduits for the use of memory banks, electronic retrieval of information, and electronic or telefacsimile exchange of information with other libraries.

Certainly in the field of the education of the deaf where both the amplification of sound and provision of a wealth of visual materials are so important educators will strive to have their schools amply equipped in these areas.

Footnotes

(1) STANDARDS FOR SCHOOL LIBRARY PROGRAMS. American Library Association. Chicago. 1960. p.91

(2) End of quotation.

(3) Floor plans of a newly planned Library-Media Center appear in Appendix B.

CHAPTER V

RECOMMENDED ANNUAL EXPENDITURES

In this chapter, quantitative standards are recommended for annual expenditures for educational materials for the Library-Media Center. It should be emphasized that the figures recommended are for these materials only, and are not intended to provide for textbooks, workbooks, equipment, or supplies.

Expenditures are of the utmost importance since they enable a good library and instructional materials program to be launched and determine whether it can be maintained. Considering the known urgent needs in libraries in schools for the deaf, both the Advisory Committees and the School Library Consultants for Phase I and II gave the matter serious attention.

General Principles

The standards for annual expenditures recommended should assure the systematic development of functional materials collections and should provide for the maintenance of these collections at an adequate level including provisions for rising costs when justified.

The amounts recommended apply only to those schools which already have collections of books and other materials meeting the quantitative standards recommended. Schools having small sub-standard collections should increase their expenditures annually until their collections have been developed to meet the basic standards.

The figures cited apply to conditions existing in 1967. Changes beyond this date in the purchasing value of the dollar and increases in costs of materials must be reflected in expenditures, accordingly.

Printed Materials

The current average cost of books for elementary grades is $4.00 and for junior and senior high schools it is $7.00.

In order to provide good library resources to meet the needs of students, it is recommended that a minimal allocation should provide three books per year per student.

Guided by this principle and the current costs a minimum base was formulated. Since schools should aspire to more than the minimum the following range of expenditures is recommended:

1. Schools having 250 or fewer students:

Recommended minimum - $3,750-$5,000
To be provided for in addition: reference books, encyclopedias, dictionaries, pamphlets, periodicals, and newspapers.

2. Schools having more than 250 students:

Recommended minimum - $5,000-$9,000
To be provided for in addition: reference books, encyclopedias, dictionaries, pamphlets, periodicals, and newspapers.

3. Schools with senior high schools:

It is extremely difficult to estimate how much a school's budget must be increased to provide an adequate supply of printed materials for a senior high school program.

Schools maintaining senior high school programs or working toward accreditation, should appropriate additional funds for the needs of senior high school students and faculty. One rule of thumb would be at least an additional $1,000 should be appropriated for additional printed materials after minimal requirements have been achieved.

Audiovisual Materials

The Department of Audiovisual Instruction of the National Education Association adopted quantitative standards for various aspects of an audiovisual program in December 1965. For provision of materials, they recommend a budget of 1.5 per cent of the instructional cost per child per year.

In schools for the hearing this calls for an appropriation of approximately $6.00 per child annually.

It is recommended that this amount be doubled in schools for the deaf.

Recommended minimum: $12 per student annually, plus an annual budget of $1,000, below which no school should fall.

Professional Library

The publishing industry as recently as 1965 estimated the average price of books classified in the field of education was $5.79. (1)

However, professional books in the fields of education of the deaf, audiometry, medical and physiological sciences cost considerably more than the average.

Experience in purchasing professional books during 1966-1967 has shown a number of professional titles clustering around $19 and $20 each.

For professional libraries in schools with no teacher training program:

Recommended minimum - $1,000-$1,500

For professional libraries in schools with a teacher training program:

Recommended minimum - $1,500-$2,500
An additional sum should be provided for subscriptions to professional periodicals.

It is recognized that many factors will influence the requirements of a professional library:

The size of the student teacher class;
The extent and intensity of the program;
The location of the school in relation to other sources of professional materials.

Individual schools, therefore, should adjust expenditures to meet their specific needs.

Recapitulation

Printed materials for student's library:

Schools under 250	$3,750-$5,000
Schools over 250	$5,000-$9,000
Schools with high school programs	$1,000 additional

Printed materials for professional library:

Schools which do not serve as teacher training centers	$1,000-$1,500
Schools which serve as teacher training centers	$1,500-$2,500

Audiovisual Materials: $12 per student annually plus an annual budget of $1,000, below which no school should fall.

Footnote

(i) Publishers Weekly, January 19, 1965. p.69

Appendix A

PROJECT ADVISORY COMMITTEES
and
SCHOOL LIBRARY CONSULTANTS

Advisory Committee - Phase I

Mr. Lloyd A. Ambrosen, Superintendent
Maryland School for the Deaf

Mrs. Betty Bellhack Evans, Educational Consultant
Pennsylvania School for the Deaf

Dr. William J. McClure, Superintendent
Indiana School for the Deaf

Miss Marjorie E. Magner, Supervising Teacher, Lower School
The Clarke School for the Deaf, Northampton

Mrs. Lucille Pendell, Librarian
Gallaudet College, Washington, D.C.

Dr. Stanley D. Roth, President ex officio
The Convention of American Instructors of the Deaf
Superintendent, Kansas School for the Deaf

Mr. Ben M. Schowe Jr., Librarian and Audiovisual Director
Ohio School for the Deaf

Dr. Roy M. Stelle, Superintendent
New York School for the Deaf

Advisory Committee - Phase II

Mr. Lloyd A. Ambrosen, Superintendent
Maryland School for the Deaf

Rev. Thomas Bartley, Director
DePaul Institute, Pittsburgh

Miss Eileen Connolly, Principal
Horace Mann School for the Deaf
Boston, Massachusetts

Mr. Ben E. Hoffmeyer, Superintendent
North Carolina School for the Deaf

Advisory Committee - Phase II cont.

Miss Marjorie E. Magner, Supervising Teacher, Lower School
The Clarke School for the Deaf, Northampton

Dr. Kenneth R. Mangan, Superintendent (Chairman of the Project, Phase II)
Illinois School for the Deaf

Dr. William J. McClure, Superintendent
Florida School for the Deaf

Dr. Stanley D. Roth, President ex officio
The Convention of American Instructors of the Deaf
Superintendent, Kansas School for the Deaf

Dr. Hugo Schunhoff, Superintendent
California School for the Deaf

Dr. E.R. Tillinghast, Superintendent
Arizona State School for the Deaf and Blind

Dr. Armin G. Turechek, Superintendent
Colorado School for the Deaf and Blind

School Library Consultants

Dr. Richard L. Darling, Director
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Montgomery County Board of Education, Maryland

Dr. Frances Henne, Professor
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Miss Mae Graham
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Maryland State Department of Education

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*On half leave to The Convention of the American Instructors of the Deaf.